DOCUMENT RESUME

ED 329 740 CE 057 233

AUTHOR Sylves, Jane M.; Boody, Sandra
TITLE An Articulation Model in Dental Assisting for the Commonwealth of Pennsylvania. A Continuation.
INSTITUTION Indiana Univ. of Pennsylvania. Center for Vocational Personnel Preparation.
SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE Sep 89
NOTE 41p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Allied Health Occupations Education; *Articulation (Education); *Competency Based Education; *Curriculum Development; *Dental Assistants; Higher Education; Instructional Materials; Learning Modules; *Material Development; Program Development; Secondary Education; State Programs; Vocational Education
IDENTIFIERS Pennsylvania

ABSTRACT

A curriculum development project was conducted to generate additional competency-based modules to be used within the articulation model for Pennsylvania dental assisting programs, established in 1988. Project activities included reviewing, modifying, and providing parallel competency-based structure for the courses at the A.W. Beattie Technical School and the Dental Assisting/Oral Hygiene Program of the University of Pittsburgh that comprise the competency area "chairside dental assisting." The project also developed a concise presentation of the advantages of competency-based articulation, based on the model developed earlier, for presentation to at least three other accredited postsecondary dental assisting programs in the state. The final model, including the competency-based modules, process recording of articulation strategies, and the introduction for postsecondary school, was prepared for distribution by the Pennsylvania Department of Education. (Attachments to the project report include an articulation examination, course objectives, correspondence, project publicity, and sample articulation agreement.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PA89CD25

ED329740

"AN ARTICULATION MODEL IN DENTAL ASSISTING"

FOR THE COMMONWEALTH OF PENNSYLVANIA

A CONTINUATION

#(85-9035)

Jane M. Sylves, Project Director

Sandra Boody, Project Coordinator

Center For Vocational Personnel Preparation
Indiana University of Pennsylvania

Indiana, PA

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R C Bradley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

September, 1989

PENNSYLVANIA DEPARTMENT OF EDUCATION

BUREAU OF VOCATIONAL AND ADULT EDUCATION

CURRICULUM AND PERSONNEL DEVELOPMENT SECTION

BEST COPY AVAILABLE

CE 057 233

TABLE OF CONTENTS

Acknowledgments..... 3

Abstract..... 4

Statement of Purpose..... 4

Terminal Objective..... 4

Enabling Objectives..... 4

Project Summary..... 8

Attachments

ACKNOWLEDGEMENTS

The director and project coordinator of the project entitled "An Articulation Model in Dental Assisting for the Commonwealth of Pennsylvania - a Continuation" would like to gratefully acknowledge the following individuals:

Members of the project advisory board and consultants: Mark Biega, Computer Technologist and Instructor; Joanne Claus, Ph.D., Registered Dental Hygienist and Curriculum Consultant; Anthony Kram, B.S., Curriculum Consultant; Marvin Krause, D.M.D., Dental Curriculum Advisor; Kim Pluskey Kuhn, R.D.H., Curriculum Advisor and Instructor; and James R. Madden, Advisor and Graphic Artist, for their unselfish efforts and insights necessary to assist with the articulation strategies, direction for the modules and final review of the project.

We would like to also recognize the following schools: A.W. Beattie Area Vocational School, Lawrence County AVTS, Medial School of Allied Health Professions and the University of Pittsburgh School of Dental Medicine, Dental Assisting/Oral Hygiene Program for their cooperation in the pioneering of dental curriculum articulation.

ABSTRACT

Center for Vocational Personnel Preparation

Indiana University of Pennsylvania

Indiana, Pennsylvania

"An Articulation Model in Dental Assisting for the

Commonwealth of Pennsylvania - a Continuation."

Contract Number

July 1, 1988 - July 30, 1989

33,076

STATEMENT OF PURPOSE

The purpose of this curriculum development project was to continue to generate additional competency based modules to be used within the articulation model for the Commonwealth of Pennsylvania, established in 1988; and illustrate the application of the model to a larger number of dental assisting schools. The enabling objectives more completely describe the scope of this terminal objective.

The enabling objectives are listed on the following page. Their attainment is described, in chronological order from July through December and January through July of the funding year.

TERMINAL OBJECTIVE

"A Continuation Of The Articulation Model in Dental Assisting" will provide competency-based modules in a wider range of content areas, as well as illustrate the application of the model to a larger number of accredited post-secondary dental assisting programs.

ENABLING OBJECTIVES

1. To review, modify, and provide parallel competency-based structure for the courses at the A.W. Beattie Technical School and the Dental Assisting/Oral Hygiene Program of The University of Pittsburgh that comprise the competency area to be termed Chairside Dental Assisting.

2. To seek the participation of the current advisory board for an additional year and to, immediately, seek their direction in the

introduction of the model to other postsecondary accredited dental assisting programs.

3. To develop a concise, accurate presentation of the advantages of competency-based articulation, based upon this model, for presentation to at least three other accredited postsecondary dental assisting programs in the state. This presentation, by written introduction and on-site visit, will emphasize the need to minimize duplication of learning experiences for student, the significant recruitment advantage that such articulation opportunities can provide, and the very real effect of overall program improvement.

4. The final model including the competency-based modules, process recording of articulation strategies, and the introduction for postsecondary school will be prepared for distribution by the Department of Education.

OBJECTIVES COMPLETED FROM JULY THROUGH DECEMBER:

1. Collaboration between the director and project coordinator to establish a working calendar of activities and presentations.

2. Development of a concise, accurate presentation of the advantages of competency-based articulation, including slides and overheads demonstrating the state model.

3. Reconvening the Advisory Committee to review the presentation developed for the "National Curriculum Conference, Hartford Connecticut". (October 12-14, 1988)

4. A national presentation of "An Articulation Model in Dental Assisting for the State of Pa." at the National Health Occupations Educational Curriculum Conference was given.

5. The parallel course has been defined at one post secondary institution and the course objectives for dental chairside assisting established (Median School of Allied Health Professions and A.W. Beattie AVTS).

6. Identification of the curriculum models to be generated as a part of the model for future articulation. Advisory Committee determined and recommended the development of a computer module of instruction to serve as a model for assimilation.(November 15, 1988)

7. Collaboration between the secondary and post secondary faculties is continuing smoothly with open exchange of curriculum materials.

8. Written introduction of the articulation presentation made to targeted schools for the purpose of facilitating additional articulations between AVTS's and post secondary programs.

9. Presentation of the completed articulation agreements, copies of the model and competency based modules distributed to the AVTS's representatives at the Health Occupations Vocational and Practical Arts meeting in Harrisburg. (October 30, 1989)

10. On-site visitation of secondary programs and post secondary programs expressing an interest in becoming a part of the articulation model.

From January through July 1989, the following objectives were met:

11. Cooperating schools have been identified and assisted with primary steps of the articulation process - Lawrence County AVTS and Mon valley Vocational Technical Institute with the Median School of Allied Health Professions.

12. Terminal objectives and micro performances established and reviewed by the Advisory Committee for the module "Computers in Dental Occupations."

13. Collaboration between A.W. Beattie AVTS and University of Pittsburgh's Dental Assisting/Oral Hygiene to create a final exam for the course 'Practice Management' that will make it possible for vocational education graduates to earn post secondary credit.

14. Program Articulation Agreement finalized for Lawrence County AVTS and Median School of Allied Health Careers. Articulation to be established by occupational credential acceptance.

15. Additional Advisory board meetings were held in February, April and May 1989, with other opportunities for curriculum review by individual board members.

16. Computer module reviewed with Advisory committee and Consultants and sent for final printing to be completed in late November, 1989.

PROJECT SUMMARY

The process of articulation is the primary product of this project. In addition, competency-based modules were produced as a part of the state model to better facilitate and improve curriculum for the purpose of paralleling during articulation. Initiating articulated educational experiences became easier when the learning activities were built around a solid core of established competencies.

Initially, the rationale for developing a model was, simply, that no articulation existed between any secondary and post secondary dental assisting programs in Pennsylvania. The rationale for going beyond the one year of the project was to establish a better understanding of the options that can result from the preparation for, the approach to, and the results of the first articulation agreement. Once the primary goals were accomplished, it became apparent that there was a need to build upon that success in development other articulated programs.

Written introduction of the articulation presentation was made to targeted vo techs and post secondary institutions. Presentation of the completed modules and existing articulation agreements were distributed to interested schools. It was determined that a vo tech where faculty members demonstrated an openness to change, and could perceive the benefits of articulation for their students and their program, was a good place to begin.

Articulation requires an extra amount of time, effort and resources. Participants of articulation activities were hesitant about committing themselves, until they clearly understood the benefits. Following the presentations, it became obvious that when the secondary and post secondary teachers work together to review, update, and coordinate the curriculum - not only did the curricula improve, but the teachers themselves began to benefit from the process. The collaboration of the secondary and post secondary institutions has resulted in improved curriculum and has enhanced recruitment efforts between the institutions. A better understanding exists between the area vo techs and the post secondary program in terms of content, competency, and commitment.

The on-site visitations of secondary programs and post-secondary programs promoted respect for, and trust among, key person in each institution. Mutual respect and trust is essential in the articulation arrangement. Building trust is, so often, a lengthy process that develops through working together toward common goals. Professional respect is only achieved when individuals have the opportunity to communicate and compare their goals and accomplishments and to share their aspirations for the future. Remaining skepticism can be erased, in time, through successful student attending the post secondary institution. The resounding element, in this area of the project, was time. Thus, the most difficult hurdle in this project was ongoing time constraints. Above the experiences at the articulation sites revealed that someone must be assigned the responsibility for the articulation and given the time and resources to bring about the successful articulation. The actual agreements completed are: Lawrence County Area Vocational Technical School with Median School of Allied Health

Careers and A.W. Beattie Technical School with the University of Pittsburgh. However, other vo techs have benefitted to the extent that they are in the final stages of paralleling their curriculum and need only to sign articulation agreements upon that completion.

The model and modules were presented at the National Curriculum Conference in Hartford, Connecticut in October and the dialogue following the presentation provided motivation and stimulus to the project team. It was noted by the participants that strong leadership and commitment at the top administration level is required of all vo techs and colleges involved in the articulation arrangement. The team was applauded for their futuristic insight and commitment. The national presentation provided an impetus for the development of the additional module of instruction.

Most of the articulation efforts investigated by the project are designed to facilitate advanced placement in post secondary programs for students who master foundational skills in high school. Students save some tuition money and complete the post secondary part of the program faster, and without unnecessary duplication of curriculum. In meshing the curriculum from the various programs educators have an opportunity to look for instructional voids that need to be filled. The chairside dental assisting component encompasses the meshing of competency based course objective between the vo tech and post-secondary certified program. The collaboration and review which began in september was completed in June. The review and establishment of universal course objectives will now help to pave the way for those secondary programs in the Commonwealth that may choose to adopt any portions of the model in years to come.

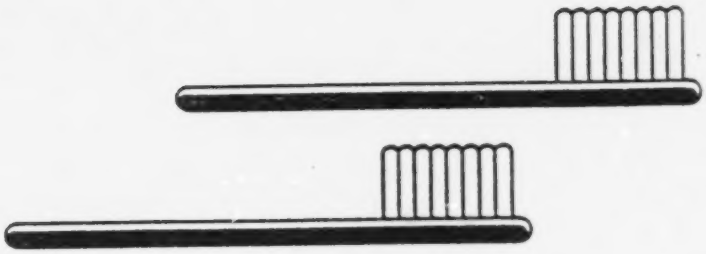
The advisory board representative of the dental profession, dental auxiliary education, and educators of health care workers of the 90's, gave the direction to create an advanced skills module of instruction in the use of computers. Advanced skills programs aim at avoiding duplication of training. The purpose is not to speed students through the curriculum. Rather, it is to teach more advanced skills than students would normally get in a traditional occupational program. The module of instruction can also serve as a 'module' for developing a core curriculum in computer study at the secondary or post-secondary level.

The final model, including the competency-based modules, has been prepared for distribution by the Department of Education. It has been presented and well received at both the state and national levels. It will, again, be presented to a large group of educators at the Statewide Conference on Allied Health in cooperation with the Pennsylvania Department of Education, Bureau of Vocational and Adult Education on October 3, 1989. Copies of the final model will be retained by the participating dental assisting program. Additional articulation agreements, achieved as a result of this project, may be accessed as secondary programs continue to explore such avenues.

The attachments to this process recording exemplify the results of this project: Attachment 1, the completed articulation exam designed to articulate the University of Pittsburghs course Practice Management-Dent 23, 2 credits. Attachment 2, the paralleled course objectives for chairside dental assisting.

Attachment 3, 4 and 5 display typical correspondence conducted as the articulation process evolved to include other schools. Attachment 6, an example of the public relations and recruitment possibilities when articulation is completed. Attachment 7, a final copy of the latest articulation agreement completed under this project.

The personnel of this project offer their time to share this project more fully with you. Your inquiries are welcome. Copies of the final module will also be available at the Center for Vocational Personnel Preparation, Reschini House, Indiana University of Pennsylvania, Indiana, PA 15705.



An Articulation Model in Dental Assisting for the Commonwealth of Pennsylvania

EXAMINATION

IUP

BEST COPY AVAILABLE

PRACTICE MANAGEMENT

***

ARTICULATION MODEL

EVALUATION SHEET

Mastery will be evidenced through a minimum score of 85% on the Written Criterion Test.

Course # _____

Course Title: _____

Credits: _____

****

Student's Name: _____

Testing Date: _____

Student's Score: _____

Minimum Score: 85%

Instructor's Signature _____

Comments:

(circle one)

University File Copy

Student Copy

PRACTICE MANAGEMENT

***

ARTICULATION MODEL

EVALUATION SHEET

Mastery will be evidenced through a minimum score of 85% on the Written Criterion Test.

Course # _____

Course Title: _____

Credits: _____

****

Student's Name: _____

Testing Date: _____

Student's Score: _____

Minimum Score: 85%

Instructor's Signature _____

Comments:

(circle one)

University File Copy

Student Copy

INTRODUCTION

Course mastery through this examination will make it possible for vocational education graduates to earn post-secondary credit in the Dental Assisting/Oral Hygiene Program, University of Pittsburgh, School of Dental Medicine.

In preparing and designing this exam, we have drawn upon professionals within our advisory with extensive backgrounds in dental assisting, both as educators and clinicians. It is designed to meet the objectives of parallel courses taught on the post-secondary level permitting an articulation.

The design and editing of the exam illustrates a cooperative effort between Diane Perella, University of Pittsburgh, and Sandra Boody, Indiana University of Pennsylvania. This product is a result of the Pennsylvania Department of Education project, "An Articulation Model in Dental Assisting for the Commonwealth of PA," 1987-89. The project was awarded to the Center for Vocational Personnel Preparation, Indiana University of Pennsylvania.

Test

1. All who come to the dental office should be treated with courtesy and _____.

2. List the two steps to be followed in placing a telephone call:

   --

   --

3. Identify three chracteristics of all appointment entries:

   --

   --

   --

4. List the two-step sequence in making appointment entries:

   --

   --

5. Name two things that should be checked as part of advance appointment preparations:

   --

   --

6. Describe one way to reduce empty chair time that results from a broken appointment:

7. Name the two general types of records found in the dental office and give examples of each:

   --

   --

8. Describe the information needed on a call list.

Match the following terms and abbreviations with the most correct answer.

9. _____ PM
10. _____ recall patient
11. _____ PA
12. _____ FDI system
13. _____ Palmer system
14. _____ Acid etch
15. _____ Salesmen
16. _____ Close-ended question
17. _____ Pain
18. _____ Salutation

a. uses brackets in identifying tooth numbers
b. requires more than a yes or no answer
c. condition
d. usually seen first by the hygienist
e. periapical
f. premedicate
g. 41
h. scheduled fifteen minutes before patients are seen
i. used to greet addressee
j. one that can be answered yes or no
k. previous patient
l. discomfort

19. When scheduling appointments the abbreviation EFDA refers to:

20. A time "unit" in appointment scheduling is _____ minutes.

21. Buffer time is allowed in an appointment schedule for:

22. Describe the reason for multicolumn appointment books:

23. In arranging a series of appointments for a service requiring lab work, such as crown and bridge, it is necessary to allow:

BEST COPY AVAILABLE

24. File the following in alphabetical order:

R. Victor Sutter, Sr.	D. Rippley	Fr. Hoffman (clergy)
Nancy Mickelson	Alice Callaway (Mrs. Frank)	
Jerone S. Sutter, Jr.	Paul Jensen, Jr.	Philip Arnold
Lee St. Andrew	Mona VanDoren	John Whitemarch
Sr. Mary Francis (clergy)	Denise Surrey	

25. Using the printed appointment card, complete the following: Mrs. Megan has an appointment on Tuesday, November 21st at 2:00 pm.

Style D
No. 340 White

M_____

HAS AN APPOINTMENT ON

☐ MON. ☐ TUES. ☐ WED. ☐ THUR. ☐ FRI. ☐ SAT.

DATE_____ AT_____ A.M. P.M.

LEONARD S. TAYLOR, D.D.S.

2100 WEST PARK AVENUE
CHAMPAIGN, ILLINOIS 61820

TELEPHONE
351-5400

IF UNABLE TO KEEP APPOINTMENT KINDLY GIVE 24 HOURS NOTICE.

26. Identify the charting system the following symbols represent and name the specific tooth:

	System	Tooth Name
#3		
8		
#31		
A		
#72		
T		
#22		

27. When the charting system calls for color coding, use the color _____ to indicate carious lesions and use the solid color _____ to indicate the completed restorations.

28. The chart must be an accurate and complete record of all services rendered for that patient, and all entries made must be legible and in _____.

29. When taking a medical history any medications being taken by the patient must be:

30. The medical history must be reviewed at the time of:

31. Match the following types of recall:

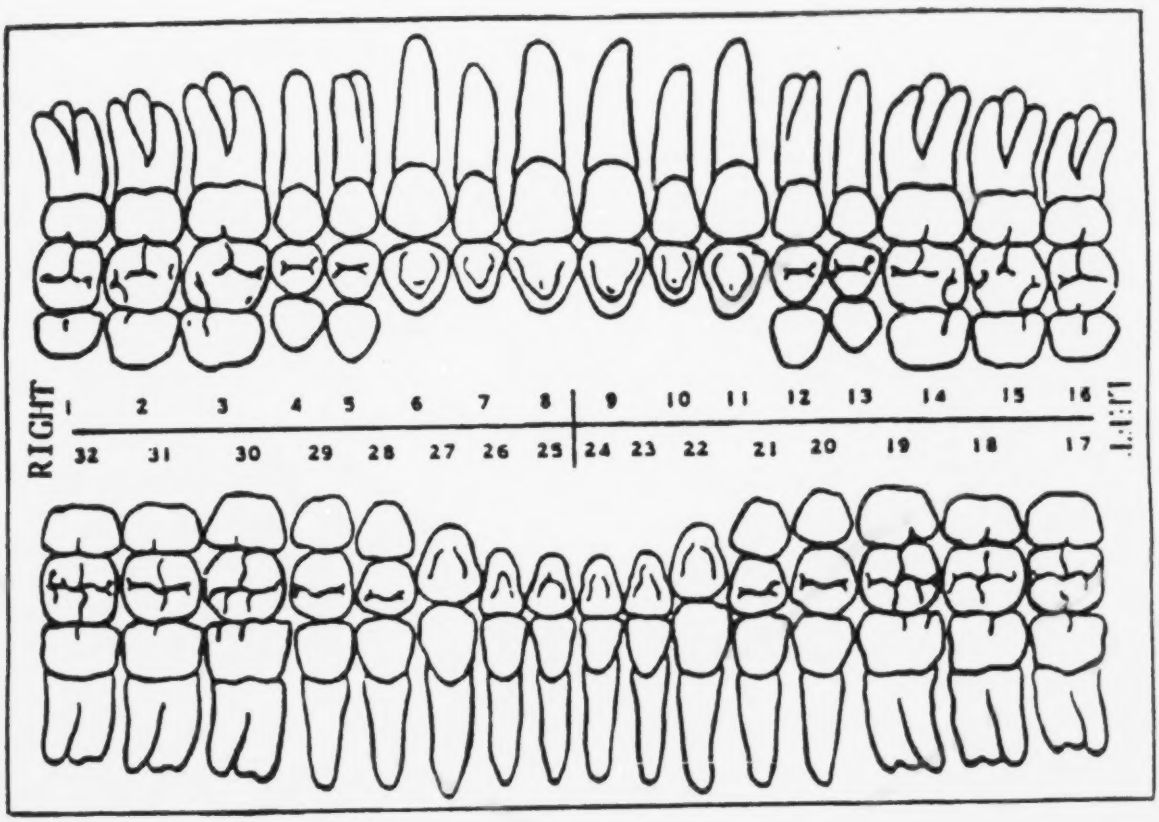
_____ list by month recall	a. patient is given an appointment 6 months in advance
_____ instant reference	b. recall card addressed at time of patient's last appointment
_____ chronological file	c. recall information listed on card
_____ continuing appointment system	d. monthly list with name/telephone number

32. Using a red and blue pencil, chart the following on the adult treatment chart provided below:

missing tooth
gold crown
defective amalgam restoration
defective root canal
to be extracted

caries
abscess
impaction
healthy root canal

existing amalgam
fractured tooth
3-unit bridge
existing composite resin



33. Please match the following words or statements to their appropriate description.

_____ a fee falling in the range of fees charged by dentists of similar background

_____ a single important element in a name or subject as it is to be indexed

_____ approval of a treatment plan before service is provided

_____ benefits offered under a dental plan

_____ dental plan which agrees to pay for benfits claimed

_____ an amount of money predetermined by the insurance carrier to be paid for each service

_____ used to mark the reorder point on supplies

_____ maximum

_____ consumed upon use

_____ professional most often delegated to administer account receivables

_____ this statement would include each pro cedure completed for which a payment is due

_____ used to speed and simplify the reporting of dental procedures

_____ act of classifying and arranging records so that these records can be retrieved quickly and easily

_____ this statement lists the outstanding balance for each patient or the total balance

_____ minimum quantity of a product that is an adequate reserve

a. itemized statement

b. fee schedule

c. code system

d. customary fee

e. dental auxiliary

f. dentist

g. unit

h. nonitemized statement

i. carrier

j. expendible

k. preauthorization

l. red flags

m. reorder point

n. ceiling

o. coverage

p. filing

q. nonexpendible

34. List four benefits to the patient if s/he will come in for a preventive recall appointment:

35. Fill in the date of recall for the following patients:

Janet Borczyk's last recall was on March 26th, she is on a 6 month recall, she is due on:

Nancy Haalman's last recall was on August 8th, she is on a 3 month recall, she is due on:

Joy Sylves was seen last Monday, she is on a 6 month recall, she will be due on:

Multiple Choice

36. In an effort to encourage the patient to mail his payment before the end of the month, he should be given a/an

a. charge slip.

b. photocopy statement.

c. reply envelope.

d. superbill.

37. _____ is the illegal act, punishable by law, of stealing practice funds by manipulating bookkeeping funds.

a. auditing

b. embezzlement

c. forgery

d. malpractice

38. The ledger card is addressed to the

    a. individual patient.

    b. insurance company.

    c. person responsible for the account.

    d. the patient's employer.

39. Petty cash should be replenished by _____.

    a. taking cash from the daily receipts

    b. taking money from the cash deposits

    c. writing a petty cash check

    d. a or b

40. After a patient enters your office, the first item that is completed when using the pegboard is the

    a. ledger card.

    b. receipt.

    c. daily journal page.

    d. charge slip.

41. This type of filing system requires a cross reference file for accuracy:

    a. alphabetical

    b. numerical

    c. subject

    d. chronological

42. Recall systems most commonly use a/an

    a. alphabetical system.

    b. numerical system.

    c. subject system.

    d. chronological system.

43. Checks should be endorsed

    a. when you have a break in the schedule.

    b. immediately upon receiving them.

    c. right before depositing them.

    d. at the bank.

44. Monthly statements are considered to be a/an _____ payment plan.

    a. divided

    b. modified-cash

    c. office budget

45. In calculating the age of an account, any payment made is _____.

    a. applied against the earliest outstanding balance

    b. applied to the most recent charges

    c. divided and applied evenly to all months

46. When making a collection call, as soon as you've explained that you are calling about an overdue account you should _____.

    a. immediately offer to help with a divided payment plan.

    b. insist that the debtor make payment in full immediately.

    c. say nothing and wait for the debtor to respond.

47. A collection agency is paid by _____.

    a. a service charge that is added to the original fee

    b. keeping a percentage of the amount collected

    c. the dentist, in advance of starting to collect the amount owed

48. When taking a debtor into small claims court, the claim is filed _____.

    a. in the county seat

    b. in the jurisdiction where the practice is located

    c. in the jurisdiction where the patient lives

49. If the patient does not make payment in full at the time of his visit, he is presented with a _____ before he leaves the office.

    a. truth in lending form

    b. walk-out statement

    c. written estimate

50. In Pennsylvania, records must be retained at least _____ years.

51. Tommy Tooth received the following treatment:

    examination and radiographs $30
    two amalgam restorations, each two surfaces of tooth #2 and tooth #12 at $8/surface
    two extractions at $15/tooth

    He paid $50 in cash before leaving the office
    What is his new balance? _____

52. The purpose of a W-4, Employees Withholding Allowance Certificate, is _____
    and it is completed by the _____ by (date) _____.

53. The purpose of a W-2, Wage and Tax Statement, is _____
    and it is completed by the _____ by (date) _____.

BEST COPY AVAILABLE

54. Using the information provided, calculate Mary Hygiene's net pay for the week of April 28th.

Mary makes $9 an hour and worked 40 hours. She is paid weekly, is single and claims zero exemptions.

Gross wages _____

Social Security (7.05%) _____

Witholding _____ 61.70 _____

State Tax (2.35%) _____

City Tax (4%) _____

Mary's net pay is: _____

55. When a dental product is on backorder, what does this mean?

_____

56. Match the following prodecures when reconciling a bank statement with the check register.

a. added to check register balance _____ outstanding checks

b. added to the statement balance _____ service charges

c. subtracted from the check register balance _____ uncredited deposits

d. subtracted from the statement balance _____ "cash stream" withdrawals not recorded in register

57. Complete the following financial transactions on the pegboard daily log.

Assume all patients have a previous balance of $100 unless otherwise stated. You must show each entry in its entirety on the pegboard provided. When completed, total your columns and complete the proof of posting below.

Tom Selleck has had a recall appointment that included an exam, prophylaxis and bite wing radiographs, for a total charge of $60. His previous balance was zero, and he paid the entire amount charged in cash.

Tom Cruise has three resin restorations placed at the cost of $18 each, and charges them on his VISA card.

A $63 payment is received from Kirk Douglas for his son Michael's account.

Mellon National Bank returned a $117 check from Lucille Ball for nonsufficient funds. Her previous balance was zero.

A $42 check is received from Prudential Insurance Company on the account of Ima Rock.

Brook Shields, a personal friend of Dr. Mike Jackson, undergoes two quadrants of periodontal scaling. The usual fee is $50 per quadrant, and Ms. Shields receives a 30% discount as a professional courtesy. She makes a cash payment for today's services.

DATE _____ SHEET NUMBER _____ A B1 B2 C D

	DATE	FAMILY MEMBER	PROFESSIONAL SERVICES	CHARGE	CREDITS		NEW BALANCE	PREVIOUS BALANCE	NAME
					PYMTS.	ADJ.			
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
TOTALS	THIS PAGE								
	PREVIOUS PAGE								
	MONTH TO DATE								
				Col. "A"	Col. "B1"	Col. "B2"	Col. "C"	Col. "D"	

PROOF OF POSTING	
COL. D TOTAL	$
PLUS COL. A TOTAL	$
SUB TOTAL	$
LESS COLS. B1 & B2	$
MUST EQUAL COL. C	$

BEST COPY AVAILABLE

CLINICAL OBJECTIVES

1. Identify the major parts of the dental equipment: patient chair, operator chair, assistant chair, mobile cabinet and dental unit.
2. Greet, seat and dismiss a patient.
3. Utilize good communication skills for alliviating patient fear and dental anxiety.
4. Apply conflict resolutions to different dental crises.
5. Show how positive rewards may be used with dental patients.
6. Utilize active listening in a dental assistant/patient relationship.
7. Assess a dental patient's behavior.
8. Identify types of dental handpieces.
9. Identify contra-angles.
10. Identify mandrels, stones, discs, wheels, poi-ts and diamonds.
11. Place a latch type angle on the slow speed handpiece.
12. Place a friction grip angle on the slow speed handpiece.
13. Place a prophy angle on the slow speed handpiece.
14. Place and remove a bur from the latch type angle.
15. Place and remove a bur from the friction grip angle.
16. Place and remove a mandrel from the slow speed handpiece.
17. Place and remove a bur from the high speed handpiece.
18. Identify burs by name and bur range.
19. Demonstrate scrubbing and sterilization technique for dental burs.
20. Identify the four zones of activity.
21. Show proper positioning for the operator when working on different quadrants of the oral cavity.
22. Show proper positioning for the dental assistant when working on different quadrants of the oral cavity.
23. Show proper hand scrubbing technique.
24. Demonstrate infection control procedures for scrubbing of dental instruments.
25. Demonstrate the use of the ultrasonic cleaner.
26. Show the use of proclave to protect the dental instruments from corrosion.
27. Demonstrate packaging of dental instruments for sterilization.

BEST COPY AVAILABLE

28. Demonstrate the autoclaving procedure.

29. Identify and utilize monitoring devices for regulating sterilization.

30. Demonstrate use of chemical disinfectants in the germicide trays.

31. Demonstrate a unit wipedown using ADA approved infection control techniques.

32. Show preparation and changing of chemical disinfectants.

33. Identify cutting instruments by name and functions.

34. Identify non-cutting instruments by name and functions.

35. Utilize good patient communication in recording a medical/dental history.

36. Prepare a tray set up for a basic oral exam.

37. Demonstrate an extra and intraoral examination.

38. Complete worksheets of tooth numbering systems.

39. Complete worksheets of charting exercises.

40. Chart several student patient's existing dental restorations.

41. Show procedure for taking and recording pulse and respiration.

42. Take and record a temperature.

43. Accurately read a thermometer.

44. Place a blood pressure cuff over the brachial artery.

45. Demonstrate taking and recording of blood pressure.

46. Demonstrate instrument grasps.

47. Demonstrate proper use and placement of a fulcrum for each quadrant of the oral cavity.

48. Show sequence of instrument transfer.

49. Indicate placement of saliva ejector for each quadrant of the oral cavity.

50. Indicate placement of the high volume suction for each quadrant of the oral cavity.

51. Demonstrate cotton roll placement.

52. Identify armamentarium for topical and local anesthesia.

53. Demonstrate preparation of the anesthetic syringe.

54. Show transfer of anesthetic syringe and protection of the patient, operator and dental assistant from injury.

55. Show disassembly of the anesthetic syringe.

BEST COPY AVAILABLE

56. Demonstrate proper disposal of the carpule and needle.

57. Prepare the ligmaject for use.

58. Identify armamentarium for a rubber dam procedure.

59. Set up a tray for rubber dam placement.

60. Prepare a rubber dam for placement on an anterior tooth.

61. Prepare a rubber dam for placement on a posterior tooth.

62. Set up a matrix band, tofflemire retainer and wizard wedge for each quadrant of the oral cavity.

63. Show utilization of the auto-matrix.

64. Demonstrate mixing of calcium hydroxide material.

65. Prepare a cavity varnish for placement in a prepared tooth.

66. Identify the different consistencies of cement, base and temporary.

67. Mix zinc phosphate as a cement, base and temporary.

68. Mix ZOE B&T as a base and temporary.

69. Mix IRM as a base and temporary.

70. Mix durelon as a cement, base and temporary.

71. Mix glass ionomer as a cement and base.

72. Identify and utilize techniques for cooling glass slabs and spatulas.

73. Set up a tray for an amalgam procedure.

74. Demonstrate proper trituration of amalgam.

75. Show use of an amalgam well and an amalgam squeeze cloth.

76. Load an amalgam carrier.

77. Role play the dental assistant during an amalgam procedure.

78. Identify materials used for polishing amalgam.

79. Set up a tray for a composite procedure.

80. Demonstrate preparation and mixing of a self-cured composite.

81. Demonstrate preparation of a light cured composite.

82. Show proper use of the curing light for light cured composites.

83. Identify the etching and bonding materials.

84. Role play the dental assistant during a light cured resin procedure.

85. Identify materials used for polishing a resin.

BEST COPY AVAILABLE

1. Name the parts of the dental operatory equipment.
2. State the proper location of the mobile cabinet and dental unit in the operatory setting.
3. List the members of the dental health team and their roles.
4. Give the specialties of dentistry and define each.
5. Identify the founder of the ADAA.
6. Name important dentists who were pioneers in the field of dentistry.
7. Define the responsibilities and duties of a chairside dental assistant.
8. Define communication.
9. List four rules of conveying a successful message.
10. Compare and contrast verbal and nonverbal communication.
11. Identify the following territories: patient, dentist, assistant and personal.
12. Define the following personal zones: intimate, personal, social and public.
13. Explain how personal zones relate to dentistry.
14. List the eight levels of relating.
15. Identify methods used to deal with conflict.
16. Define levels of trust.
17. Identify methods of assessing patient behavior.
18. Explain fear responses of patients.
19. Determine how stress may effect a dental patient.
20. Identify anxiety reducing techniques.
21. Define the DA role in one-on-one patient education situations.
22. Define active listening.
23. Compare and contrast selective, responsive and empathetic listening.
24. Explain the importance of good communication skills.
25. State the principle of four-handed dentistry.
26. List the steps for seating a patient.
27. Identify methods to alleviate patient dental fear and anxiety.
28. List types of non-verbal communication.

BEST COPY AVAILABLE

29. Define malpractice.

30. List ways to prevent malpractice.

31. Explain direct supervision by a dentist.

32. State ways to care for dental equipment.

33. Give four reasons for an increased demand in dentistry.

34. List the functions of the handpieces.

35. Name the types of handpieces and specific characteristics.

36. List attachments for the slow speed handpiece.

37. Name the contra-angles.

38. Label the parts of a bur and give their functions.

39. Name the burs and give their ranges.

40. Distinguish between the zones of activity.

41. Identify assistant seating positions.

42. Identify operator seating positions.

43. Identify patient seating positions.

44. Describe the position of the patient, operator and assistant given a specific procedure.

45. Distinguish between sterilization and disinfection.

46. List several methods of sterilization and disinfection.

47. Explain each method of sterilization.

48. Give the proper time, pressure and temperature for the autoclave.

49. List advantages and disadvantages for each method of sterilization.

50. List basic steps in running the autoclave.

51. Describe the use of chemical disinfectants.

52. List infection control procedures to be followed in the dental office.

53. Give the parts of the hand instruments.

54. List three instruments in a basic set up.

55. Name three functions of a mouth mirror.

56. Distinguish between direct and indirect vision.

57. List several cutting instruments and give their functions.

BEST COPY AVAILABLE

58. List several non-cutting instruments and give their functions.

59. State the reasons for gathering complete medical and dental histories and recording appropriate information in red.

60. Give methods of taking a history and their advantages and disadvantages.

61. Define bacteremia.

62. Identify patients needing prophylactic pre-medication and the reasons.

63. State the method for performing an extraoral and intraoral examination.

64. List three numbering systems and briefly explain each.

65. Describe five classifications of cavity preparations.

66. Identify symbols used in charting existing restorations.

67. List the four vital signs and briefly explain each.

68. Define blood pressure.

69. Distinguish between systolic and diastolic blood pressure.

70. State the reasons for establishing a fulcrum.

71. Identify instrument grasps and give examples of their uses.

72. State the advantages of maintaining a clean operating field.

73. Identify five classifications of motion.

74. List the sequence of steps in instrument transfer.

75. List two types of suctions.

76. Identify rules to follow in using the saliva ejector and high volume suctions.

77. List indications for use of a topical anesthetic.

78. Describe how a topical anesthetic works.

79. State the steps in applying a topical anesthetic including the armamentarium.

80. Identify the parts of an anesthetic syringe.

81. Give nine criterion for an ideal local anesthetic.

82. List steps in assembling and disassembling an anesthetic syringe.

83. Define the gauge of the needle.

84. Distinguish between block, infultration and nasopalatine injections.

85. List two chemical groups of local anesthetics.

86. Identify two esters.

BEST COPY AVAILABLE

87. Identify three amides.

88. Give hypersensitivity reactions to local anesthesia.

89. State four methods of moisture control.

90. Give advantages and disadvantages for the rubber dam.

91. List armamentarium required for placement of the rubber dam.

92. State rules to follow for preparation of the rubber dam.

93. Define the purpose and use of a matrix band.

94. Define the purpose and use of a tofflemire retainer.

95. Define the purpose and use of a wizard wedge.

96. Identify rules for placement and set up of the matrix band and tofflemire retainer.

97. Distinguish between calcium hydroxide and copalite.

98. Give the function for clacium hydroxide.

99. Give the function for a cavity varnish.

100. Distinguish between the consistencies of cement, base and temporary.

101. Give several types of cements and identify their proper mixing techniques.

102. Describe the composition of amalgam.

103. State the polishing procedure for amalgam.

104. List armamentarium in an amalgam.

105. Identify the dental assistant's role during the amalgam procedure.

106. Give advantages and disadvantages of composites.

107. Distinguish between self-cured and light-cured composites.

108. Describe the technique of using the curing light.

109. State the polishing procedure of a composite.

110. State the use of articulating paper.

111. Describe the dental assistant's role during the composite procedure.

112. List the armamentarium in a composite procedure.

BEST COPY AVAILABLE

Attachment 3

MEDIAN SCHOOL
OF ALLIED HEALTH CAREERS

12[illegible] North Street • Pittsburgh, PA 15222-3691
(412) 391-[illegible] Administration
(412) 391-7021 - Admissions

May 19, 1989

Ms. Zita Picarelli
Lawrence County Area Vocational-Technical School
750 Wood Street
New Castle, PA 16101

Dear Ms. Picarelli:

I was contacted recently by Sandy Boody of A.W. Beattie Vocational-Technical School. Sandy spoke very highly of the dental assisting program at Lawrence County Area Vocational-Technical School. As you know from your discussion with Sandy, A.W. Beattie and Median School have an articulation agreement which enables graduates of Beatties's dental assistant program to earn articulation credit for two course Radiology I and Principles of Practice Management. I have enclosed a copy of the agreement for your review.

I would welcome the opportunity to discuss an articulation agreement with you for the dental assistant program. I have enclosed a copy of our School Catalog which lists the dental assisting courses and gives a brief description of each. Also, enclosed is a Median School newsletter which highlight our articulation agreement with Beattie Tech.

I will be contacting you within the next few weeks to discuss the possibilities of a meeting or even a speaker visiting the school if there is some interest on the part of your students. If you wish to contact me, I can be reached (412) 391-0422, Monday through Friday, 8:00-4:00. I look forward to talking with you.

Sincerely,

Kathleen A. Bagay

Kathleen A. Bagay, R.D.H.
Dental Assistant Dept. Head

kab

Enclosure

BEST COPY AVAILABLE

Attachment 4

MEDIAN SCHOOL
OF ALLIED HEALTH CAREERS

121 Ninth Street • Pittsburgh, PA 15222-3691
(412) 391-0422 - Administration
(412) 391-7021 - Admissions

January 13, 1989

Mr. Mario Santa Colombo
Mon Valley Vocational Technical Institute
Guttman Avenue
Charlerio, PA 15022

Dear Mr. Santa Colombo:

In response to my conversation with Paula Gally of the Dental Assistant program at Mon Valley Vocational Technical Institute regarding a possible articulation agreement, I am sending a copy of our school catalogue. Currently, Median School and A.W. Beattie Vocational Technical Institute have an articulation agreement for the Dental Assistant program. This agreement enables Beattie dental assistant graduates to articulate credit for mastery of the competencies for two courses: Radiology I and Principles of Practice Management.

I am very interested in discussing the possibility of an articulation agreement for the dental assisting program. However, in order to begin the process I would need to receive a copy of the course descriptions and course outline for the dental assisting program. Which courses might you want to articulate for credit?

I am looking forward to hearing from you and hope we can arrange to discuss the possibilities.

Sincerely,

Kathleen A. Bagay

Kathleen A. Bagay, RDH
Dental Assistant Department Head

kab

Enclosure

BEST COPY AVAILABLE

Attachment 5

MEDIAN SCHOOL
OF ALLIED HEALTH CAREERS

121 Ninth Street • Pittsburgh, PA 15222-3691
[illegible] 822 Administration
[illegible]-7021 Admissions

April 18, 1989

Paula A. Golle, CDA
Dental Assistant Instructor
Mon Valley Area Vocational-Technical School
Guttman Boulevard
Charleroi, PA 15022

Dear Ms. Golle:

I am writing to confirm our meeting date of Tuesday, May 2, 1989. I plan to arrive at 9:00 a.m. I am glad we will have an opportunity to discuss an articulation agreemen between Median School and Mon Valley Vocational-Technical School. I will bring course outlines and performance objecti for the Radiology I course.

I am looking forward to meeting with you and having an opportunity to visit your facilities. If you have any questions, please contact me at 391-0422.

Sincerely,

Kathleen A. Bagay

Kathleen A. Bagay, RDH
Dental Assistant Dept. Head

kab

BEST COPY AVAILABLE

Attachment 6

MEDIAN SCHOOL
OF ALLIED HEALTH CAREERS

121 Ninth Street • Pittsburgh, PA 15222-3691

NEWSLETTER FALL 1988

SEVEN NEW MEDIAN SCHOOL TUITION ASSISTANCE SCHOLARSHIPS APPROVED

During the 1988-89 year Median School will award seven tuition assistance scholarships to students who enroll and attend the school. There will be five scholarships of $1,000 each awarded to students who will commute to school from home. In addition, the school will award two scholarships of $2,000 each to prospective students who must live away from home to attend school.

All scholarships will be awarded based on the results of a competitive examination which will be given at the school on Saturday, December 3, 1988. Winners will be notified by December 16th. Applicants must declare in advance which scholarship they are applying for (only one per customer!). So come in and match your skills against your fellow health care career aspirants and help finance your own training! Call 391-0422 now to reserve your seat at the exam!

And while we're on the subject. . . . .

Congratulations to Lisa Ann Evans, Ringgold High School 1988, winner of this year's Pennsylvania Dental Assistants Association $550 scholarship to help finance her training in Median School's ADA-accredited Dental Assistant program.

"I wish to pursue a professional career in the health care field because I feel that there are never ending opportunities being a Dental Assistant. Also, I love being in contact with new people and helping them in any way I can. Being a Dental Assistant would be a great career for me!", replied Ms. Lisa Ann Evans on her admissions application. She has been described as being a class leader, attractive, neat and with an out-going personality. Just what the Doctor ordered! Lisa began her training at Median in September. We congratulate her on her scholarship and are delighted to have her in our Dental Assisting program.

Lisa Evans

DENTAL ASSISTANT ARTICULATION AGREEMENT SIGNED WITH A.W. BEATTIE VO-TECH

After several months of cooperative effort, A.W. Beattie Vocational Technical School and Median School entered into an articulation agreement which provides for entrance of A.W. Beattie's Dental Assistant Program graduates into the DA program at Median with credit for advance standing.

Median is proud to establish this relationship with the DA program at Beattie. We appreciate the efforts of Sandra S. Boody, RDH, CDA, and Kathleen A. Bagay, RDH, CDA, Department Heads respectively of the Beattie and Median programs, in bringing this project to its successful conclusion.

Beattie graduates who qualify for articulation credits will receive either tuition credits or additional study opportunities at their option.

PITTSBURGH DENTAL ASSISTANT SOCIETY TO MEET AT MEDIAN SCHOOL

The PDAS will again hold its meetings at Median School for the 1988-89 year. The Society will present and discuss a wide variety of topics important to professional Dental Assistants. The meetings will be held on the following schedule:

Date	Topic
October 18, 1988	Role of the Endodontic Dental Assistant
November 22, 1988	Oral Surgery - Update on Implants
February 21, 1989	Blue Cross/Blue Shield
March 21, 1989	Dental Trauma
April 18, 1989	Geriatric Dentistry

Meetings begin at 7:30 PM. Median students as well as others interested in Dental Assisting are invited to attend.

Lawrence County AVTS
and
Median School of Allied Health Careers

Program Articulation Agreement

With the intent to provide students pursuing the Dental Assistant Program at Lawrence County AVTS with the opportunity to continue their education through an articulated program which builds on past learning experiences and eliminates unnecessary duplication of instruction, the following agreements are mutually subscribed to:

1. Articulation is established by:

   Occupational Credential Acceptance
   The acceptance of an externally granted certification, license, or credential which is presented as evidence of competence in a field for post-secondary credit.

   Median School will accept a valid Pennsylvania Radiology Health and Safety Certification for post-secondary credit equivalent to Course 05031 Radiology I (60 hours, 3 credits).

2. Applicants for articulation credits must meet all Median's admission requirements, matriculate and successfully complete the second term of the Dental Assistant program before articulation credits are awarded and recorded on the student's official transcript.

3. Articulation is conditioned upon the following:

   a. Faculty
   The program at Lawrence County AVTS will be taught by an appropriately certified teacher licensed through the State of Pennsylvania.

   The program at Median School will be taught by instructors qualified under the regulations of the Pennsylvania State Board of Private Licensed Schools.

   b. Records
   Lawrence County AVTS will provide an official record or transcript of the student's achievement level in the competencies for which articulation credit is to be granted.

   The student applicant will provide a valid Pennsylvania Radiology Certificate as evidence of competence.

   The student applicant will complete such additional forms and procedures as may be in use in the Median School Admissions process.

4. Tuition credit for articulation courses will be granted by Median School as set forth in Schedule A, which is attached and made part of this agreement. Schedule A may be modified from time to time by Median School at its sole discretion.

This Agreement is effective for one year from the latest date written below and is automatically renewed annually thereafter unless cancelled by either school by giving thirty days written notice. This Agreement may be changed at any time upon written modification signed by authorized representatives of both schools.

Approved:

Lawrence County Area Vo-Tech School

Faculty:_____

Director:_____

Date:_____

Median School of Allied Heath Careers

Faculty:_____
Kathleen A. Bagay

Director:_____
William B. Mosle, Jr.

Date:_____

Lawrence County AVTS/Median School Articulation Agreement

Schedule A

Tuition for Articulated Courses

Students who receive articulation credits may elect one of the following alternatives.

1. Replace the course for which articulation credits have been received with another course at Median School, if the schedule permits.

2. Select and complete a special study project or tutorial under the supervision of the Department Head.

3. Receive a tuition credit of up to $200.00 for each course for which articulation credit is received. For purposes of refund calculations, the tuition credit shall be applied to the tuition charged for the term in which the articulated course is offered.